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Teacher
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A Guided Walkthrough of the Redesigned CECR Website



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Westat
University of Wisconsin
J. Koppich & Associates
AIR
Synergy Enterprises


CECR Overview

- Center for Educator Compensation Reform (CECR)
- Provide information and assistance to the grantees of the Teacher Incentive Fund (TIF)
- Increase public awareness about compensation reform
- Build a nationwide network of informed consumers and provide the next wave of educator compensation reform leaders with a virtual toolkit

The CECR Website

- Website: www.cecrcr.ed.gov
- Online repository of information, tools, and resources to support the design and implementation of educator compensation reform policies
- Does not contain one-size-fits-all content

Organization of the CECR Website




Center for
Educator Compensation
Reform

New to Performance-Based Compensation

- Implementation Checklist
- Guide to Implementation
- Emerging Issues
- Case Summaries
- Research Syntheses
- Annotated Bibliographies
- Presentations
- Harvesting Papers

Development and Implementation



National Perspective

Raising national awareness of effective strategies for performance-based compensation and supporting the Teacher Incentive Fund Grantees




What's new

Peer Review: Getting Serious About Teacher Support and Evaluation

Assessment Survey: Identifies different states' assessments in grades, subjects, and languages, not required under ESEA.

November 2011 Newsletter



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New to Performance-Based Compensation

Establish an Understanding of the Various Components of Performance-Based Compensation

Read the Available Research on Performance-Based Compensation

Explore Case Summaries from Existing Alternative Compensation Programs

Development and Implementation

Utilize Multiple Resources Based on the Six Areas of Focus

Listen to Podcasts and Webinars on Performance-Based Compensation

Read Syntheses of Lessons Learned Through the Harvesting Project and Guidebook Chapters

National Perspective

View a National Map of Performance-Based Compensation Initiatives

Review Research and Articles Through an Online Library

Access Archived Newsletters

TIF Grantees

Access Grantee Profiles

Annual Grantee Meeting Materials

New to Performance-Based Compensation



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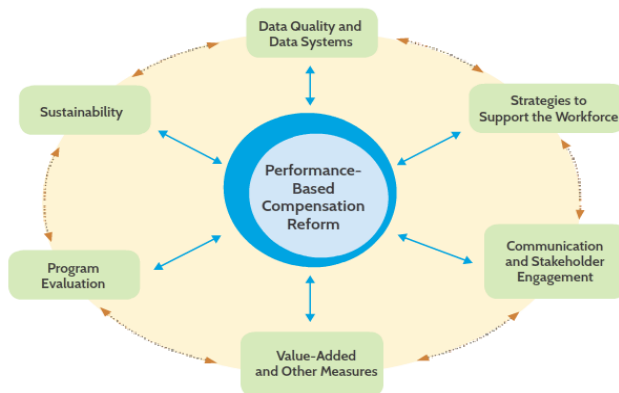
New to Performance-Based Compensation



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How Performance-Based Compensation Reform Works

Performance-based compensation requires the coordination of several components. For successful implementation of performance-based compensation, data quality and data systems, strategies to support the workforce, communication and stakeholder engagement, value-added and other measures, program evaluation and program sustainability must all work together in a systematic and strategic way. Click on any of the six components to learn about the resources CECR can provide.



Background Information

Below are a series of resources designed to provide background information on performance-based compensation.

[Implementation Checklist](#)

[Guide to Implementation](#)

[Emerging Issues](#)

[Case Summaries](#)

[Research Syntheses](#)

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Sample Page of the Implementation Checklist

A. Overall Plan Components	Yes	No	NA
1. Have you identified a project director who is willing to serve in such a capacity for multiple school years to ensure program development continuity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the designated project director possess sufficient authority, or at least easy and quick access to authority, to make decisions related to budgets, personnel, and processes of associated departments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are individuals at upper levels of district or institutional leadership informed, engaged, and committed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you created a representative compensation reform committee to ensure necessary collaboration with and support from stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you approached this program as part of a comprehensive human capital development strategy and in alignment with core district and school instructional goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you identified several valid and reliable measures to use to assess performance of all teachers and others to be included in the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you tested all proposed measures of teacher performance to ensure that they meet the potentially more rigorous requirements of a performance incentive system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you agreed upon type (individual, team/group, whole school) and size of performance awards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you determined the amount the new compensation plan will cost per year and over the life of the intended program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you identified sources of funding and secured necessary commitments to promote a sustainable program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you have sufficient capacity in the data infrastructure, assessment, and testing systems to implement and evaluate a compensation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you planned or anticipated changes to the data infrastructure (such as a new student or HR system), the assessments given (such as a change of test date or vendor), or subjects covered that might require changes in the compensation plan or schedule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are all relevant organizational components aligned, such as Human Resources, Payroll, and Testing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Have you developed an evaluation design that will provide comprehensive information regarding key goals of the compensation system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Have project staff and leadership agreed to incorporate feedback from the evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guide to Implementation



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Guide to Implementation: Resources for Applied Practice

[Program Evaluation for the Design and Implementation of Performance-Based Compensation Systems](#)

[Observations of Teachers' Classroom Performance](#)

[Communication and Stakeholder Engagement](#)

[Data Quality Essentials](#)

[Information Technology Considerations](#)

[Implementation Checklist](#)

[Principal Compensation and Performance Incentives](#)

[The Other 69 Percent: Fairly Rewarding the Performance of Teachers of Non-Tested Subjects and Grades](#)

[Paying for and Sustaining a Performance-Based Compensation System](#)

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New to Performance-Based Compensation

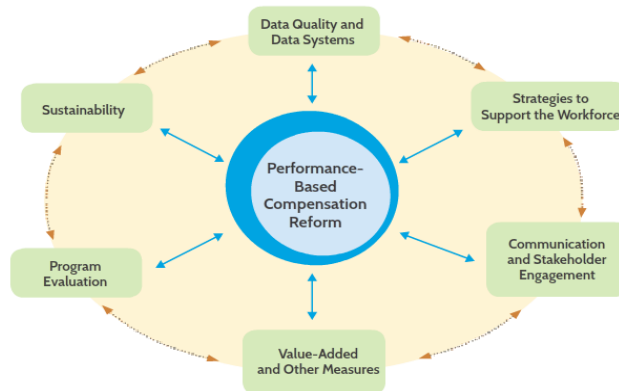
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How Performance-Based Compensation Reform Works

Performance-based compensation requires the coordination of several components. For successful implementation of performance-based compensation, data quality and data systems, strategies to support the workforce, communication and stakeholder engagement, value-added and other measures, program evaluation and program sustainability must all work together in a systematic and strategic way. Click on any of the six components to learn about the resources CECR can provide.



Background Information

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Development and Implementation

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Resources in this section provide general information on performance-based compensation.

Data Quality and Data Systems

Resources in this section provide support for those planning and implementing high-quality data systems, and for those interested in how to use data to support performance-based compensation.

Strategies to Support Workforce

Information is available on educator evaluation systems, professional development, and human capital development strategies to increase student learning.

Communication and Stakeholder Engagement

CECR provides resources for those working to communicate effectively and develop support for performance-based compensation programs among teachers, administrators, unions, parents, the community, and the media.

Value-Added and Other Measures

Measuring student growth is an important component of performance-based compensation. Resources focus on the definition, design and review of value-added models as well other student growth measures.

Program Evaluation

Information is provided on using formative and summative assessment to evaluate and improve performance-based compensation programs.

Sustainability

Resources are provided sustain performance-based compensation systems long-term by aligning them with state and district initiatives and fiscal goals.



Communication and Stakeholder Engagement



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You have gone full screen. [Exit full screen \(F11\)](#)

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[Program Evaluation](#)

[Sustainability](#)

Communication and Stakeholder Engagement

CECR provides resources for those working to communicate effectively and develop support for performance-based compensation programs among teachers, administrators, unions, parents, the community, and the media.

Overview

Access materials that provide a general overview of the issues and challenges associated with Communication and Stakeholder Engagement.

Presentations

View Webcasts, Podcasts, Videos and Slide Presentations from experts on Communication and Stakeholder Engagement.

- [Webinars](#)
- [Videos](#)
- [Podcasts](#)

Tools and Products

Utilize tools and products from CECR, the U.S. Department of Education, TIF Grantees and other experts on Communication and Stakeholder Engagement.

Papers

Review various publications related to Communication and Stakeholder Engagement.

- [Annotated Bibliographies](#)
- [Emerging Issues](#)
- [Harvesting Project](#)

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Newsroom

Access the latest news, research, and media coverage regarding performance-based compensation reform and TIF Programs.

Library

CECR assembled the online library as a searchable database to provide easy access to publications related to educator compensation reform.

National Map

CECR newsletters share the latest news, research, and discoveries regarding compensation reform.

Links

Link to other national organizations that can provide information on performance-based compensation.



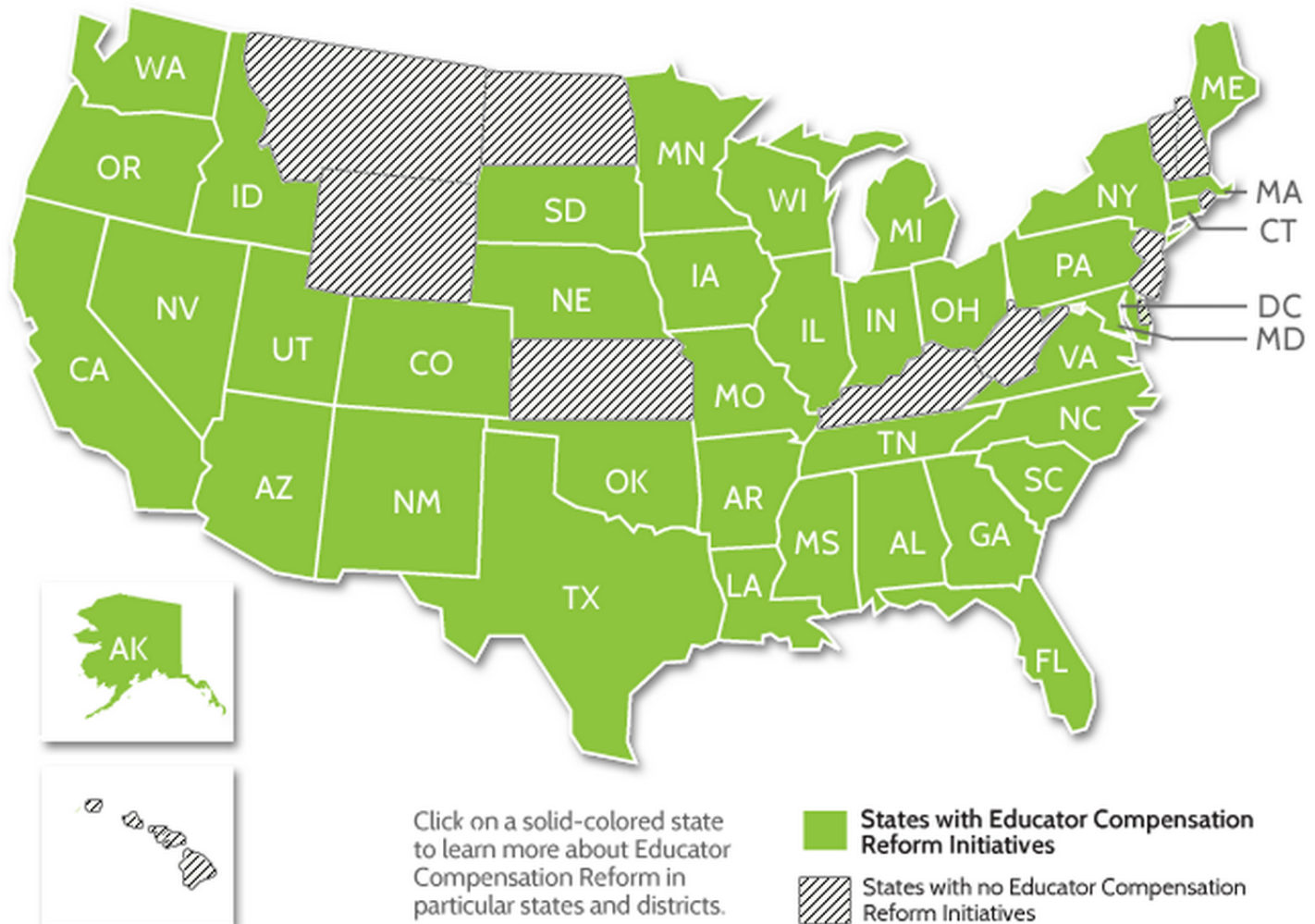
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National Map



Sample State Page

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Texas Compensation Reform Initiatives

State Initiatives

- [Governor's Educator Excellence Award \(GEEG\), Texas Educator Excellence Award \(TEEG\) and District Award for Teacher Excellence \(D.A.T.E.\)](#)

District Initiatives

- [Aldine Independent School District](#)
- [Austin-REACH](#)
- [Austin-REACH](#)
- [Dallas-Principal and Teacher Incentive Pay](#)
- [Fort Worth-PEAK Rewards](#)
- [Galveston Independent School District](#)
- [Houston-ASPIRE](#)
- [Houston-Project SMART](#)
- [Irving-Uplift Education](#)
- [Pasadena Independent School District](#)
- [Round Rock-Round Rock Incentives for Superior Education \(RRISE\)](#)
- [San Antonio-Teachers and Principals Awarded for Student Achievement \(TAPASA\)](#)

Other Initiatives

- [Austin-Texas Education Agency-Teacher Advancement Program \(TAP\)](#)
- [San Antonio-Teacher Effectiveness Process \(TEP\)](#)
- [The University of Texas System-Teacher Advancement Program \(TAP\)](#)



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The CECR team updates all map profiles once a year

Sample Map Profile

[Return to Texas Map](#)

MapProfile

Texas

Houston

Aldine Independent School District
14910 Aldine Westfield Rd.
Houston, TX 77032
281-449-1011 Website: <http://www.aldine.k12.tx.us/index.cfm>

Program Overview

The Aldine Independent School District (AISD) has offered performance incentives for teachers, school administrators, and paraprofessionals since the 1996–97 school year. The awards are based on several aspects of school performance including the district accountability rating, student performance on the Texas Assessment of Knowledge and Skills (TAKS), school attendance rate, and school climate. Schools earn bonus awards on a per-teacher basis for each of these aspects of school performance. For example, schools earn \$175 per certified teacher and \$50 per paraprofessional for making adequate yearly progress. AISD distributes the awards to each school, and a school steering committee decides how to distribute the awards to school staff. The district also offers recruitment incentives for teachers in high-need subject areas. Teachers who are certified to teach in the following areas earn a pay supplement: Montessori (\$1,500); English as a second language (\$2,000); secondary mathematics, science, and reading (\$3,000); special education (\$3,000); and bilingual education (\$4,000). The district distributes the supplements in October and March.

Program Information

- [ECS State Notes: Aldine Independent School District](#)
- [Top 25 Reasons to Work in Aldine: Compensation](#)
- [AISD Critical Needs Supplement](#)
- [AISD Accountability Award System for the 2005–2006 School Year](#)

Select Articles and Reports

- [Governor Visits Oleson Elementary School to Present Grants for Teaching Excellence](#) (September 12, 2006). AISD.
- [Examining Teacher Performance Incentives](#) (April 21, 2004). House Research Organization, Texas House of Representatives.

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Link to other national organizations that can provide information on performance-based compensation.



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Library

Library: Online Search

CECR assembled the online library as a searchable database of educator compensation reform.

All publications are evaluated *using standardized criteria*, and are updated every 20 years.

Need to quickly find evidence-base for a specific topic? See

- All Publications
- Data Collection
- Data Systems
- Incentives for Teaching Hard-To-Fill Subjects
- Incentives for Teaching in High-Poverty, Low-Performing, or Hard-To-Staff Schools
- Measurement
- Measurement: Teacher Performance
- Measurement: Principal Performance
- Measurement: Value-Added Assessment
- Measurement: Student Achievement
- Differentiated Pay**
- Knowledge and Skill-Based Pay
- Performance Pay
- Communication and Building Support for Alternative Compensation Systems
- Sustainability
- Educator Pay
- Pensions
- All Publications

Search for:	<input type="text"/>
<input type="text"/>	AND <input type="text"/>
<input type="text"/>	AND <input type="text"/>
Limit to:	<div> <div>Educator compensation issue areas:</div> <div> <input checked="" type="radio"/> All <input type="radio"/> Urban <input type="radio"/> Rural </div> </div>
Limit to:	Publication type: <input type="text" value="All Publications"/>
Limit to:	Publication date: <input type="text" value="All years"/>
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For TIF Grantees

Information about upcoming events, reporting guidance and deadlines relevant for TIF grantees.

- [ED Guidance and Regulation](#)
- [Calendar](#)
- [Meeting Presentations](#)

About TIF Grantees

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- [Grantee Profiles](#)



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Center for Educator Compensation Reform
Allison Henderson, Project Director
888-202-1513 | cec@westat.com

The Center for Educator Compensation Reform (CECR) was awarded to Westat—in partnership with Learning Point Associates, Synergy Enterprises Inc., Vanderbilt University, and the University of Wisconsin—by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support the Teacher Incentive Fund grantees with their implementation efforts through the provision of ongoing technical assistance and the development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation.

To send comments, questions, or feedback to CECR, use the form below:

* Name:

* E-Mail Address:

Message:

[Send Your Comment/Question](#)

Note: * is required



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Questions?

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Ecushing@air.org

(202) 403-6211